Circular 23
5,000—June, 1916

OTEC
370.7309713
059DE/R

Ontario Department of Education

REGULATIONS, COURSES OF STUDY

AND

EXAMINATIONS

OF THE

Normal Schools

OF

ONTARIO

FOR

SECOND CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

Session 1916-1917

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by A. T. WILGRESS, Printer to the King's Most Excellent Majesty
1916

Ontario Department of Education

REGULATIONS, COURSES OF STUDY

AND

EXAMINATIONS

OF THE

Normal Schools

OF

ONTARIO

FOR

SECOND CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

Session 1916-1917

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by A. T. WILGRESS, Printer to the King's Most Excellent Majesty
1916

Printed by
WILLIAM BRIGGS
Corner Queen and John Streets
TORONTO

CONTENTS

THE NORMAL SCHOOLS

I. Second Class Certificates

PAGE

Location 5
Purpose 5
Grades of Teachers-in-Training 5
Conditions of Admission 5
Application for Admission 6
Sessions and Vacations 6
Special Provisions, North Bay Normal School 6
Duties of Staffs 7
Duties of Teachers-in-Training 8
Text-Books 8
Library 8
Literary Society 8

Programme of Studies—
General 8
Organization of the Courses—
Introductory 9
General 9
Observation and Practice-teaching 11

Details of the Courses—
Science of Education 12
History of Education 13
School Organization and Management 13
Special Methodology 15
Reading 15
Spelling 16
Oral and Written Composition 16
Literature 17
Grammar 18
History 18
Geography 19
Science 20
Nature Study 20
Agriculture and Horticulture 21
Arithmetic 22
Algebra 23
Geometry 23
Writing and Book-keeping 23
Art 24
Manual Training 25
Household Science 25
Vocal Music 26
Hygiene 27
Physical Culture 28
Manners 28
Final Standing 29
Examinations 29
Observation and Practice-teaching 30
Certificates 30

II. Kindergarten-Primary Certificates

Location 33
Object 33
Conditions of Admission 33
Application for Admission 34
Session and Vacations 34

PAGE
Duties of Staffs 34
Duties of Teachers-in-Training 34
Text-Books 35
Library 35
Literary Society 35

Programme of Studies—
Organization of the Courses 35
Introductory Courses 35
General 36

Details of the Courses—
Science of Education 36
History of Education 37
School Organization and Management 38
Special Methodology 39

I Kindergarten Subjects 40
Principles 40
Practice and Methods 40
Gifts 40
Occupations 41
Mother Play 42
Talks, Stories, Songs, and Games 43

II Kindergarten-Primary and First Form Subjects 43
Reading 43
Spelling 44
Oral and Written Composition 44
Literature 45
Writing 46
Arithmetic 46
Nature Study and Geography 47
Art 47
Manual Training 48
Sewing 49
Vocal Music 49
Hygiene 50
Physical Culture 51
Manners 52
Final Standing 52
Examinations 52
Observation and Practice-teaching 53
Certificates 53

MODEL SCHOOLS

The Normal Model Schools 55
The other Urban and the Rural Model Schools 55

The Normal Schools of Ontario

COURSES AND EXAMINATIONS FOR SECOND CLASS CERTIFICATES

LOCATION

1. The courses for Second Class certificates are given at the Normal Schools and the Model Schools attached thereto at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

PURPOSE

2.—(1) The purpose of the courses for Second Class certificates is to prepare candidates therefor in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such candidates and, in particular, their academic preparation for teaching the subjects prescribed in the syllabus of studies for the Public and Separate Schools.

(2) The Model Schools consist of the classes in the attached urban and rural schools; they afford the teachers-in-training means of observing well-conducted schools and of securing practice in teaching, discipline, and management.

GRADES OF TEACHERS-IN-TRAINING

3. There are two grades of teachers-in-training: Grade A, those who hold the certificates prescribed under 4 (1) (*a*) (ii); and Grade B, those who hold the certificate prescribed under 4 (1) (*a*) (i).

CONDITIONS OF ADMISSION

4. (1) The qualifications for admission to a Normal School are as follows:

(*a*) (i) For Grade B, the certificate that the applicant has passed the full examination for entrance into the Normal Schools or Faculties of Education;

(ii) For Grade A, the certificate that he has passed the full examination for entrance into the Normal Schools or Faculties of Education with, in addition, his Third Class professional certificate and a certificate from an Inspector of Public or Separate Schools that he has taught successfully thereon for at least one year.

(*b*) (i) The following documents, on official forms, to be supplied to him on application to the Deputy Minister:

(ii) A statement signed by himself that he intends to enter the Normal School in order to qualify as a teacher.

(iii) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial schools of Ontario for at least the first year of his subsequent teaching experience.

NOTE.—**A violation of this agreement renders the certificate invalid.**

(iv) A certificate from competent authority that he is a British subject, and, except as provided in Regulation 7 (1) (*a*) below, either a certificate from the

Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative or other person cognizant of the fact that the applicant will be at least eighteen years of age before October 1st of the year in which the application is made.

(v) A certificate from a clergyman or other competent authority that he is of good moral character.

(vi) A certificate from a physician that he is physically able for the work of a teacher and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight and hearing.

(2) The certificates and other documents prescribed above shall be forwarded by the candidate to the Deputy Minister, who will send him a card of admission to a Normal School selected by the Minister. Without this card he will not be admitted.

APPLICATION FOR ADMISSION

5.—(1) Application for admission shall be made to the Deputy Minister not later than August 21st on a form to be supplied by him.

Note.—It is important for all concerned to bear in mind that candidates who fail to comply with the foregoing requirement will forfeit their claim to admission.

(2) Candidates who have appealed against the results of the Midsummer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

SESSIONS AND VACATIONS

6.—(1) The annual session of the Normal Schools shall begin on September 5th, at 9 a.m.

(2) For teachers-in-training belonging to Grade A, who qualify at Easter for Second Class certificates, the session will end on the Thursday before Easter Day. As may be decided by the Minister, teachers-in-training who have attended a previous session may enter in September and complete at Easter, or in January and complete in June. For all other teachers-in-training the session will end on the second Friday in June.

(3) There shall be two vacations as follows:

(*a*) At Christmas, beginning on December 19th, and ending on January 2nd.

(*b*) At Easter, beginning on Good Friday, and ending on the second Monday after Easter Day.

(4) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

SPECIAL PROVISIONS FOR THE NORTH BAY NORMAL SCHOOL

7.—(1) (*a*) For admission to the North Bay Normal School an applicant must, in addition to the other requirements of Regulation 4 above, submit a certificate of the same character as prescribed in 4 (1) (*b*) (iv) above for admission to the other Normal Schools, that he will be at least eighteen years of age before the close of the session.

(*b*) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid for the first year subsequent to its issue only in the schools in a District or in the schools of the poorer parts of the counties, designated by the Minister.

(2) (*a*) The Department of Education will pay $4.00 per week of the cost of the board and lodging of teachers-in-training who have been in attendance throughout the whole course and whose ordinary place of abode is in Ontario and more than three miles from the Normal School. The foregoing allowance will be paid on the report of the Principal of the school in November, January, April and July.

(*b*) (i) The Department will also pay the railway and boat fares of teachers-in-training from their homes to the school in September and to their homes at the close of the session. No allowance will, however, be made for parlour car, sleeping car, meals on train, luggage, etc. To be entitled to payment for the above travelling expenses it will be necessary to obtain a standard certificate or a receipt for boat or railway fares showing the point or points from which the tickets were purchased.

(ii) The certificates or receipts for the travelling expenses to the school must be deposited with the Principal promptly on arrival at the school and are to be forwarded by him to the Deputy Minister of Education when application is made for the first payment of the allowance in November.

(*c*) In the case of a teacher-in-training who receives the financial aid provided for above the certificate granted will be valid only in the schools of a District or in the schools of the poorer parts of the counties, designated by the Minister, until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year.

DUTIES OF STAFFS

8.—(1) Subject to the regulations and to the approval of the Minister of Education the Principal of each Normal School shall prescribe the duties of his staff and be responsible for the efficiency of the Normal and Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision the Principal shall inspect the Normal and the urban and rural Model Schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Departmental inspectors at their official visits. In the event also of immediate action by the Department being necessary in any case, he shall submit a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit, within one fortnight after such visit, a report of his observations for the consideration of the Minister and of the whole staff of the Normal School.

(4) Subject to instructions from the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

DUTIES OF TEACHERS-IN-TRAINING

9.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) Teachers-in-training who are physically unfit for the work of a teacher, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Normal School.

(4) **All applicants are required to review carefully, before entering, the courses of the High Schools which are the academic bases of the Normal School professional courses; teachers-in-training who are found to be unduly defective in scholarship may be dismissed by the Principal.**

TEXT-BOOKS

10.—(1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The text-books for the professional work shall be the books prescribed for the course of study of the Public and Separate Schools, and the professional books whose titles are printed below in italics. Information in regard to the latter may be obtained from the Principal.

LIBRARY

11. Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and an adequate number of copies of each of the most important professional books of reference, a list of which is given below.

LITERARY SOCIETY

12.—(*a*) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. All the teachers-in-training shall become members of this Society and shall attend the meetings regularly. [See Regulation 15 (2) (*c*) (ii).] The programmes for the meeting should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

General

13. For teachers-in-training of both Grades A and B, the main details of the courses shall be the same, but the courses for Grade A shall be more intensive than those for Grade B. The courses shall consist of the following:

(1) (*a*) **A thorough review of the Public and Separate School courses and of the subjects prescribed for admission into the Normal Schools, so far as they bear**

directly on such courses, and as they are limited herein, from the standpoint of pedagogy and the requirements of the Public and Separate Schools.

(*b*) Only some of the topics of the courses in Elementary Science and Algebra and Geometry will be taken up in class; the candidate will be expected to review these courses himself and to be able to apply the methodology illustrated in class.

(2) (*a*) Special academic courses in Reading, Writing and Bookkeeping, Art, Physical Culture, Hygiene, Vocal Music, Household Science, Manual Training, Agriculture and Horticulture, Manners.

(*b*) Those teachers-in-training who have passed in Household Science at the examination for Entrance may, with the approval of the Principal, be exempted from the purely instructional course in sewing and cooking, but such teachers-in-training shall attend all classes dealing with the pedagogy of the subject.

(*c*) Those teachers-in-training who have passed in Manual Training at the examination for Entrance may, with the approval of the Principal, be exempted from the purely instructional course in Wood-Working, but shall take the course in Manual Training for Forms I, II, and III of the Public and Separate Schools, and shall attend all classes dealing with the pedagogy of the subject.

(*d*) Those teachers-in-training who have passed in Bookkeeping and Writing at the examination for Entrance, may, with the approval of the Principal, be exempted from the purely instructional course therein but shall attend all the classes dealing with the pedagogy of the subjects.

(3) The Science of Education; the History of Education; School Organization and Management; Special Methodology.

(4) Supervised Observation and Practice-teaching in the Model Schools.

Organization of the Courses

Introductory

14.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A and B respectively:

(*a*) The work included under *Education* and *General Method* in the course in the Science of Education.

(*b*) A discussion of the functional value, as defined herein, of each of the Normal School courses.

(*c*) A supervised course of Observation in the different forms of the Model Schools.

(2) One lesson a day shall be given in the course in (*a*), the total number being about twenty-five. The number of Observation lessons in the course in (*c*) shall not exceed ten.

General

15 (1) (*a*) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed as far as practicable.

(*b*) In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School programme.

The principle of Correlation should be kept in view throughout the courses.

(*c*) When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance; but it should be made clear to the teacher-in-training that the responsibility for keeping up his knowledge of each course devolves wholly upon himself.

(2) (*a*) After the completion of the Introductory Course in the Science of Education, the subject should be taken up three periods a week until finished. The course in School Organization and Management should be taken up from the first three periods a week until finished. The course in the History of Education should not be taken up until after Christmas. The total number of periods for each subject shall be as nearly as practicable as follows:—

The Science of Education, including the Introductory Course, 70; School Organization and Management, 60; the History of Education, 30.

(*b*) (i) The average number of periods per week for each of the following courses, including both the methodology and the acadamic work, shall be as nearly as practicable as follows:—

Arithmetic, 2; Grammar, 2; Literature, 1½; Composition and Spelling, 1½; Reading, 1; History, 1; Writing and Bookkeeping, 1; Geography, 1½; Nature Study, 1½; Science, 1; Hygiene, ½; Art, 2; Music, 2; Physical Culture, 1; Manual Training, 1½; Household Science, 1½; Agriculture, 1½; Observation and Practice Teaching, 4.

(ii) The courses in Arithmetic, Grammar, Literature, Nature Study, Vocal Music, Art, Physical Culture, Manual Training, Household Science, and Agriculture shall continue throughout the session.

(*c*) (i) A course of five periods in each of Manners and Spelling to direct the teacher-in-training for self-improvement in these subjects shall be taken up at the beginning of the session, and a course of five periods in each of Algebra and Geometry towards the close of the session.

(ii) Religious instruction by local clergymen of the different denominations is provided for one period a week. The Literary Society begins immediately after the work of organization is completed and meets once a week until the special preparation for the final examination begins.

(*d*) The minimum number of Observation lessons for each teacher-in-training shall be 40, and for practice-teaching, 25 for Grade B, and 20 for Grade A, but the numbers shall be increased to meet the necessities of individual cases.

Observation and Practice-teaching

16.—(1) The Introductory Courses provided for in Regulation 14 above shall be followed by systematic Observation and Practice-teaching in the Model Schools supervised by the staffs of the Normal and Model Schools.

(2) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall be arranged so as to cover, as far as practicable, the work of the Public and Separate Schools in all subjects and in all grades.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(*d*) Teachers-in-training shall be available for not more than one month each as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.

(4) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the Model School teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher concerned after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (*a*) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(*b*) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes both in the Normal School and in the Model School itself. At these lessons, the Model School teacher in charge of the class shall be present.

(7) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should himself formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the Principal and the other members of both the Normal School and the Model School staffs, in accordance

with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) (*a*) **Concerted work on the part of the Normal and Model School shall be secured by frequent conferences of the staffs of both schools.**

(*b*) **Especially at the beginning of each session, the Normal School master who takes the Science of Education and the other members of the Normal School staff shall discuss with the staff of the Model Schools the subjects of General Method and Child Study as set forth in Regulation 17 below, and both staffs shall organize the work for Observation and Practice-teaching so as to secure as far as practicable uniformity of procedure.**

DETAILS OF THE COURSES

Science of Education

17. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course includes the following topics:

Education: Nature of education; the efficient life; significance of experience; the learning process; function of the instructor; the school curriculum; educational institutions, school, church, home, vocation, etc.; conflicting views as to the aim of the school, civic and individualistic views, the eclectic view.

General Method: Significance of method to the teacher; analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types, developing lesson types, the study lesson, the recitation lesson, the drill lesson, the review lesson; the art of questioning.

Psychology: Data and methods of educational psychology; nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning; feeling, sensuous feeling, emotion, mood, disposition, temperament, sentiments; the will, the sense of duty, education as development of character.

Child Study: Purpose and value of child study; methods of child study, observation, experiment, direct questions, biographical studies; periods of development, infancy, childhood, adolescence; characteristics of each period.

Books of Reference:—

Ontario Normal School Manual: *The Science of Education.*
Betts: The Mind and its Education.
Angell: Psychology.
Pillsbury: Essentials of Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.
Raymont: The Principles of Education.
McMurry: The Method of the Recitation.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kirkpatrick: Fundamentals of Child Study.
Drummond: The Child, his Nature and Nurture.

History of Education

18. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

The course includes the following topics:

Education Prior to the Fifteenth Century: A very brief survey of significant movements, with reference to the following topics: Education among primitive peoples; Oriental education; education in Sparta and Athens; education in Rome; early Christian education; the rise of the Universities; education and chivalry.

The Renaissance: Its origin and educational significance; the humanistic movement; Vittorino da Feltre; Erasmus.

Reformation and Counter Reformation: The Reformation and the Renaissance, Luther; the schools of the Jesuits and of the Christian Brothers.

Organization of Schools in Germany: Melancthon and Sturm.

The Reaction against humanistic education: Rise of the scientific spirit; Montaigne; Bacon, Ratke, Comenius.

English Schools in Tudor Times: Ascham; Locke.

Modern Educational Theories and Practices: The psychological tendency, Pestalozzi, Herbart, Froebel; the scientific movement, Spencer; education for social efficiency.

Education in Great Britain and Ireland, and in the United States.

Education in Ontario and in the other Provinces of Canada.

Books of Reference:—

Ontario Normal School Manual: *The History of Education.*
Monroe: A brief Course in the History of Education.
Quick: Educational Reformers.
Kemp: History of Education.

School Organization and Management

19. The object of the course in School Organization and Management is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school.

The course includes the following topics:—

Meaning and Aims of School Management: Aims and scope of organization: the end of good management; relation of management to the teaching process.

The Recitation: Its relation to management.

The Child: Importance of the child; the care of the child.

The Teacher: Qualifications and characteristics of the teacher; chief duties in relation to the child.

The Modern School: The building; the class-rooms; the playground; the equipment; the relation of teacher and pupils, of school and home, of the school to the community.

Organization: The aim and scope of organization; the grading and the classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; incentives; methods of dealing with weaknesses and offences, penalties.

Problems and Results: Tests of attainments; tests of mentality; results of good management.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

INSTRUCTION.—**The following should be emphasized:—**

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 87 and form of agreement.) Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties and powers of teachers and inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 85, 86, 87, 88, 101, 116; and Instructions 12 and 13.)

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P. S. Act, sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 113.)

Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Organization and Management.*
Regulations and Courses of Study of the Public and Separate Schools.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Ontario Schools Acts.
Ontario Public Health Act and Regulations.

Special Methodology

20. The object of the courses in Special Methodology with the concurrent academic courses, is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Model Schools and for subsequent teaching in the Public and Separate Schools, by enabling him to apply the Science of Education and, in particular, to adapt to the work in each subject the principles of General Method.

The course in the Special Methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) **The selection and the organization of the subject matter for the school forms, taken in order, from the standpoint of presentation to the pupils.**

(2) **The discussion of special methods of instruction, accompanied by the academic review of the subject matter of the Public and Separate School courses and the special academic courses provided for in Regulation 13 (1) and (2) above.**

The courses shall be taken up in terms of the Public and Separate School Courses of Studies, the provisions of which shall be constantly kept in mind.

General Books of Reference

Regulations and Courses of Study of the Public and Separate Schools.
Landon: The Principles and Practice of Teaching and School Management.
Kennedy: Fundamentals in Method in Elementary Schools.
Carpenter, Baker, and Scott: The Teaching of English.
Chubb: The Teaching of English.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.

Reading

(1) **The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.**

The course includes the following topics:—

Introductory: The correlation of reading with the other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

Forms: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods: The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

The principles of vocal expression: time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; exercises for rendering the organs of speech subservient to the will; vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

BOOKS OF REFERENCE:—

Public School Manuals: *Primary Reading; Ontario Readers, Books II, III, IV.*

Spelling

(2) The special object of the course in Spelling is to prepare the teacher-in-training to enable his pupils to reproduce in the mechanism of written word-expression the forms approved by the best usage.

The course includes the following topics:—

Introductory: Correlation of spelling with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods: Necessity for teaching, not merely testing spelling; the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

BOOKS OF REFERENCE:—

Public School Manual: *Composition and Spelling.*

Annandale: The Concise Imperial Dictionary.

Oral and Written Composition

(3) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed, unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course includes the following topics:—

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression.

Oral and Written Composition: Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods: Oral exercises for encouraging pupil's free natural expression and extending his vocabulary; criticism of oral work; the dangers connected therewith

and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

The methodology of the mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials: Principles governing the choice of topics for the different grades; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

Books of Reference:

Public School Manual: *Composition and Spelling.*
Arlo Bates: Talks on the Writing of English.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Introductory: The nature and elements of Literature; its value in developing a taste for the beautiful and the good; the place and value of *The Golden Rule Books;* special importance of the teacher's own qualifications.

Selection of Subject Matter: Bases of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works suitable for pupils in higher forms; complete wholes *versus* extracts; the correlation of literature with nature study, geography, history, etc.

Methods: Primary literature; comparison of values of reading and telling; supplementary reading contrasted with exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the futility of attempts to develop formally the critical sense; the methods of using *The Golden Rule Books.*

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the

pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations: Difficulties of examining in literature; specimen examination questions and discussion of their suitability.

Teacher's Preparation: A class course in literature, in part based on the selections in the Readers; sessional private reading course for teachers-in-training; suggestions for their future reading; the literary study of portions of the Bible prescribed by the Department of Education.

NOTE.—**Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal.**

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

BOOKS OF REFERENCE:—

Public School Manuals: *Literature, The Golden Rule Books.*
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Teaching of Literature.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to give his pupils a basis for self-criticism in language by developing the principles of language structure and to train them in habits of logical analysis.

The course includes the following topics:—

Introductory: The meaning of English Grammar; its relation to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with Composition.

Stages and Methods: The sentence; value of function; the parts of speech and their classification; inflection, use, and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

BOOK OF REFERENCE:—

Public School Manual: *Grammar.*

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals.

The course includes the following topics:—

Introductory: The scope of history; the correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important.

Stages and Methods: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; the use of pictures, maps, etc., readers, of source books, of the text-book, and of current journals and periodicals.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Biography: The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: The relation of epochs to biography; systematic chronological study of history, its value and its dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the flag. The causes and significance of the present great war.

BOOKS OF REFERENCE:—

Public School Manual: *History.*
Johnson: Teaching of History.

Geography

(7) **The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.**

The course includes the following topics:—

Introductory: The scope of geography; its relation to other subjects, especially to nature study, history, and elementary science.

Methods: The order of development in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in Science); excursions in connection with the observations in local geography; inter-school correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

Concurrently with the methodology, emphasis upon the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography.

Books of Reference:—

Public School Manual: *Geography.*

Geikie: Teaching of Geography.

Science

(8) The special object of the course in Science is to prepare the teacher-in-training to teach the courses of Form V in Elementary Science, and those topics of the other courses of the Public and Separate School Syllabus with which Biology, Physics, and Chemistry are correlated.

The course includes the following topics:

The scope and value of the experimental and natural sciences; the meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class-room discussion; the use of note-books and text-books; the methodology of the Elementary Science course of Form V, with typical illustrations of topics thereof; a review of some of the most important topics of the Science courses of the Lower and Middle Schools of the High Schools in their correlation with topics of the other courses of Forms I—V. [See Regulation 13 (1) (*b*) above.]

Book of Reference:—

High School Manual: *Suggestions for Teachers of Science.*

Nature Study

(9) The special object of the course in Nature Study is to prepare the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them and to broaden and deepen their sympathies with nature.

The course includes the following topics:—

Introductory: The character and scope of nature study; its relation to formal science; its correlation with other subjects.

Materials: The choice of material for lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of the Public and Separate Schools, the topics to be typical and to be selected from the various grades; the relation of feeling to knowledge in nature study work.

Books of Reference:

Public School Manual: *Nature Study.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.

Note.—In order that they may be able to direct the practical side of nature study the teachers-in-training should make frequent excursions for the purpose of studying and collecting materials in their natural environment.

Agriculture and Horticulture

(10). **The special object of the course in Agriculture is to prepare the teacher-in-training to train his pupils for the occupations of the farm and to broaden and deepen their sympathies with nature and rural life.**

The course includes the following topics:

Dairying: Care of milk and butter; Pasteurization, churning, separating; the use of the Babcock test and the lactometer.

Poultry: Utility breeds; care of poultry; care, shipping, and marketing of eggs.

Field Crops: Identification of seeds; seed testing; corn judging; seed selection; cover crops; weed-seed impurities; simple classification of soils; principles and plans of drainage.

Horticulture: Pruning; spraying; grafting; packing and shipping fruit; care of garden and house plants; making a hot-bed.

Birds and Insects: Those of the most importance in their relation to Agriculture.

Experimental Plots: Preparation and planting to illustrate the benefits of seed selection; the rotation of crops; growing improved oats, barley, alfalfa.

School Gardens: The purpose of school gardens; their relation to nature study, agriculture, and horticulture; planning and plotting school gardens; work in the school garden by the teachers-in-training; observation and supervision of the work done by the pupils of the urban and rural Model Schools; care of the pupils' school gardens during the summer vacation; care of tools and machinery.

School Grounds.—Planning; planting of trees, shrubs, and ornamental plants.

Home Projects: Direction of pupils' home work; inspection of records in pupils' note-books; inspection of home work by teachers.

BOOKS OF REFERENCE:—

Waters: *The Essentials of Agriculture.*
Warren: Elements of Agriculture.
Burkett, Stevens and Hill: Agriculture for Beginners.

INSTRUCTION.—By special arrangement with the publishers, teachers-in-training may obtain at the Normal School copies of *The Essentials of Agriculture* at a reduced cost. The Principal will make an announcement on the subject as soon as the school opens.

Arithmetic

(11) **The special object of the course in Arithmetic is to prepare the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.**

The course includes the following topics:—

Introductory: The scope of arithmetic; its relation to other subjects of the curriculum; importance of its practical aspects; its value in habit-formation.

The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; use of graphic methods and of concrete material; use of prescribed apparatus; drill and devices to secure accuracy and rapidity in computation; importance of oral arithmetic.

Essentials of proper solutions, criticism of solutions; type solutions, unitary method; simple problems involved in complex; solutions by full analysis and by performing only necessary operations; selection of problems.

A thorough treatment of the various arithmetical operations and their application, with special stress upon the methodology of the elementary work:—

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration.

Addition; addition tables; order of exercises; devices.

Subtraction; additive and decomposition methods; order of exercises; devices.

Multiplication; relation to addition; tables; order of exercises.

Division; relation to multiplication; short and long processes; order of exercises; factors and factoring; cancellation; division by factors; checking.

Measures and multiples.

Fractions; different interpretations; notation; operations; decimal fractions, correspondence of methods with those of integers.

Compound rules; tables of weights and measures; reduction; operations; metric system.

Percentage, and its application to profit and loss; trade discount, commission, insurance, taxes, interest, discount, etc.

Mensuration, including the areas of rectangles, triangles, and circles and the volumes of rectangular solids, prisms, cylinders, and cones.

Square root.

BOOK OF REFERENCE:—

Public School Manual: *Arithmetic.*

Algebra

(12) **Having regard to the fact that Algebra is Arithmetic generalized, the special object of the course in Algebra is the same as that of Arithmetic.**

The course includes the following topics:

The scope of algebra; when to be introduced; relation to arithmetic; a comparison of the nature and application of its symbols and operation with those of arithmetic; equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanation of algebraic symbols; the relation of algebra to geometry; the use of induction, deduction, and mathematical induction in algebra; typical illustrations of the foregoing. [See Regulation 13 (1) (*b*) above.]

Geometry

(13) **The special object of the course in Geometry is to prepare the teacher-in-training to train his pupils to attain skill in accurate measurements and in drawing; and through these in inductive and deductive reasoning.**

The course includes the following topics:

The scope of geometry; when to be introduced; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners; the use of instruments; typical illustrations of the foregoing. [See Regulations 13 (1) (*b*) above.]

Writing and Book-keeping

(14) **The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort and to make him familiar with the best means of securing the same results with his pupils. The special object of the course in Book-keeping is to enable him to train his pupils to keep personal accounts.**

The course includes the following topics:—

Introductory: The purpose of writing; its correlation with other subjects.

Methods: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

A set in single entry, with accompanying business forms, also affording practice in writing.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time, as part of the special academic course in writing, exercises for criticism until his handwriting is satisfactory.

BOOKS OF REFERENCE:—

Public School Manual: *Writing.*

The Ontario Writing Course.

Art

(15) **The special object of the course in Art is to give the teacher-in-training such a training of his aesthetic nature and such facility in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils.**

The course includes the following topics:—

Introductory: The scope of art: art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

Freehand Drawing: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

Water Colours: Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: The principles that determine the rhythm balance, and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:—

Public School Manual: *Art.*
Manual Arts Drawing Books.
Parallel Course Drawing Books.
Art Course, Chicago Public Schools.
Applied Arts Drawing Books.
Graphic Drawing Books.
Art Education for High Schools.
Text Books of Art Education.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.
Koch: Pencil Sketching Portfolio.

Manual Training

(16) The special object of the course in Manual Training is to train the teacher-in-training to select and use in the most effective ways constructive exercises which shall train the pupil's hand and eye, shall serve as a means of self-expression, shall correlate the work of the school with the activities of the home, and shall develop a sympathy with manual occupations.

The course includes the following topics:

Introductory: Scope and correlation with the other subjects; the selection of exercises based on the requirements of the school and the home; outlines of courses in the different forms of hand work.

The practical course includes the following, with concurrent methodology:—

Handwork: Typical forms of constructive work adapted to the capacities of children in Forms I, II, and III, including weaving, elementary paper and cardboard work and modelling.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting of pictures.

Drawing: A short course in mechanical drawing with and without instruments; plans and blue prints.

Modelling: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc., in teaching principles of design.

Woodwork: Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

Books of Reference:—

Public School Manual: *Manual Training.*
Story-telling with Scissors.
Swannel: Paper Modelling.
Baxter: Paper and Cardboard Construction.
Lester: Claywork.
Sargent: Modelling in Public Schools.
Noyes: Handwork in Wood.
Prang: Industrial Arts Text Books.
Prang: The Manual Arts for Elementary Schools.

Household Science

(17) The special object of the course in Household Science is to enable the teacher-in-training to relate the work of the school to the activities of the home. It is also a form of Manual Training, and possesses the same educational value.

The course includes the following topics:

Introductory: The scope of household science; its correlation with other subjects in the school course.

The House: Purpose; location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge (necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection); preservation of foods.

Home Nursing: The ideal sick-room (location, furnishing, ventilation, heating, care); care of the patient (bath, bed, clothing, and food).

Sewing: Study and application of different stitches, basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds), button holes, mitred and square corner, hemming, doll's apron.

NOTE.—The subject of sewing should be stressed.

BOOKS OF REFERENCE:—

Public School Manuals: *Household Science, Sewing.*
Greer: Food and What it Does.
Jones: Lessons in Elementary Cooking.
Lincoln: The School Kitchen.
Danniels: Furnishings of a Modest Home.
McGlanfin: Handicraft for Girls.
Walker: Manual of Needlework and Cutting out.

Vocal Music

(18) **The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.**

The course includes the following topics:—

Introductory: A practical knowledge of recognized systems of teaching the tonic-solfa and staff notations; the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Note.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact will be stated in the certificate.

Books of Reference:—

Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Mason: How to Teach the Staff Notation.
Hulbert: Breathing for Voice Production.

Hygiene

(19) **The object of the course in Hygiene is to train the teacher-in-training in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.**

The course includes the following topics:

School Hygiene: School sanitation. (See under School Organization and Management, p. 13.)

Communicable Diseases: Common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene and Physiology (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Myopia and presbyopia; affections produced in the eye by improper accommodations; colour blindness; tests for defective eyesight. Ear, throat, and nose troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:—

Bailey & Coleman: First Book of Biology. (Part on Human Biology.)

Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.

Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.

Physical Culture

(20) **The special object of the course in Physical Culture is to prepare the teacher-in-training to provide properly for the physical training of his pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.**

The course includes the following topics:—

Systems: The German, Swedish, French (Delsarte), and American.

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting individual defects.

Recreative Gymnastics: Indoor and outdoor games.

Books of Reference:—

The Syllabus of Physical Exercises for Public Elementary Schools.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Kimmons: Guild of Play Book. Parts 1, 2 and 3.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and School-room use.

Burchenal: Dances of the People.

Manners

(21) **The object of the course in Manners is to enable the teacher-in-training to train his pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.**

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—

Manners.

FINAL STANDING

21.—(1) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations, and his observation and practice-teaching records.

(2) The sessional records shall consist of the oral and written class tests, the practical work, and the term examinations in the subject.

EXAMINATIONS

Subjects and Values

22.—(1) (*a*) There shall be two final written examinations in Groups I, II, and III, one at Easter for teachers-in-training belonging to Grade A, and one at the close of the session in June for teachers-in-training belonging to Grade B, and for those of Grade A who failed to qualify at Easter or who postponed their examination.

(*b*) (i) The final examination papers in Groups I, II, and III shall be prepared by the Department and shall be uniform for all the schools.

(ii) The final examination papers and the other tests in Group IV shall be prepared by the staff.

(iii) All the tests and examinations shall be based on the courses as laid down in the syllabus.

(*c*) The examinations in Groups II, III, and IV shall include a thorough test of the academic qualifications of the teachers-in-training for teaching the subjects of all grades of the Public and Separate Schools.

(2) At the examinations in Groups I, II, and III, there shall be a paper in each subject as enumerated below, and the maximum marks for each such subject shall be 40 for the sessional records and 60 for the paper, except as follows:—

(*a*) For each of the History of Education and Hygiene, 20 for the sessional records and 30 for the paper.

(*b*) For Reading, 40 for the sessional records, 40 for the paper, and 20 for a test in oral Reading by a member of the staff, which test shall include questions upon the principles based on the passage read; and

(*c*) For each of Spelling and Writing and Book-keeping, 20 for the sessional records and 55 for the paper.

Group I.—Science of Education, School Organization and Management, History of Education.

Group II.—Reading, Literature, Grammar, Oral and Written Composition, Spelling, Writing and Book-keeping.

Group III.—Arithmetic, Geography, Science, Hygiene, History.

(3) The final standing of the teacher-in-training in the subjects of Group IV enumerated below shall be determined by the staff upon the sessional records and the final examination in each subject at the close of the course therein. The maximum marks shall be 50 for the sessional records and the final examination respectively, except in Manners, for which the maximum shall be 20 on the report of the staff as to the deportment of the teacher-in-training throughout the session, and 30 for the final examination.

Group IV.—Art, Vocal Music, Physical Culture, Nature Study, Manual Training, Household Science, Agriculture, Algebra and Geometry, Manners.

OBSERVATION AND PRACTICE-TEACHING

23. The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him during the session after a few trial lessons, the average for the last fifteen Practice-teaching lessons being of special importance. The maximum marks for Practice-teaching shall be 1,000, and for Observation lessons 400.

CERTIFICATES

24.—(1) A teacher-in-training belonging to Grade A, who at the Easter or the June final examinations obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, and in each of Observation and Practice-teaching may, on the recommendation of the staff, be awarded a Permanent Second Class certificate, provided he has then taught successfully for at least two years and is then twenty-one years of age, or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application. In either case his two years' successful experience shall have been duly certified on an official form by the Inspector or Inspectors concerned. Until he has taught the two years he may be awarded an Interim Second Class certificate.

(2) A teacher-in-training, belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, and in each of Observation and Practice-teaching may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before he has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.

(3) A teacher-in-training who at the June final examination fails to obtain a Second Class certificate but who makes at least 60 per cent. in Observation and Practice-teaching, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, III, and IV, may, on the recommendation of the staff, be awarded a Limited Third Class certificate valid for five years, and as provided in (5) (*a*) below, be exempted from further attendance at a Normal School in order to obtain a Second Class certificate.

(4) All other teachers-in-training who have failed to obtain the necessary final standing shall be required to attend a second session.

(5) (*a*) Candidates who are exempted from attendance at a Normal School as provided in (3) above may take, within two years thereafter, the examination or examinations in the Group or Groups in which they failed. The examination in Group IV shall be a special one. The values of the subjects in the groups shall be those prescribed above, but there shall be no allowance for the sessional marks obtained during attendance at the Normal Schools.

(*b*) Candidates who are exempted from attendance at a Normal School on account of equivalent training in other Provinces or Countries and who are required to write on the final examination of the Normal School may take the examination on the same conditions as candidates exempted under (3) above; but in addition to passing the final examination in the subjects of Group IV, such candidates must satisfy the examiners that they are capable of directing the practical work in these subjects.

(*c*) The pass standard for candidates under (*a*) and (*b*) above shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks in each of Groups I, II, III, and IV.

(*d*) Candidates who were exempted from attendance at a Normal School under previous regulations shall take within a period to be fixed in each case by the Minister, the examination papers as prescribed above, but their standing shall be determined in the groups as constituted under the regulations in force when they first wrote.

Note.—For the information of holders of the Limited Third Class certificate granted under Section 23 (3) above the Sections of Circular 30½ which deal with the validity of such certificates are quoted as follows:—

Certificates Valid Without Endorsement

1. (4) A Limited Third Class certificate is valid, in such schools of the poorer parts of the Districts and the Counties as may be designated by the Minister for one or more years on the recommendation of the Local Inspector.

A list of the schools referred to above may be obtained on application to the Deputy Minister.

Certificates Valid on Endorsement

2. (1) On the application of a School Board after due advertisement, and on the recommendation of the Local Inspector and subject to the provisions of Regulations 4 and 5 of Circular 30½, the Minister may, by endorsement, validate certificates as follows:—

(a) For any school in the District or the Counties other than the schools indicated in Regulation 1 (4) above, a Limited Third Class certificate other than that specified in Regulation (b) below.

(b) For any school in the Districts other than the schools specified in Regulation 1 (4) above, a Limited Third Class certificate obtained at the North Bay Normal School by a teacher who has accepted financial assistance from the Department.

COURSES AND EXAMINATIONS FOR KINDERGARTEN-PRIMARY CERTIFICATES

LOCATION

1. The Courses for Kindergarten-Primary Certificates are given at the Normal and Model Schools at Toronto.

OBJECT

2. The object of the Courses for Kindergarten-Primary certificates is to prepare candidates therefor in the theory and the art of organizing, governing, and instructing pupils in the Kindergarten, the Kindergarten-Primary, and the First Form of the Public and Separate Schools, and by such preparation to provide teachers competent to combine the principles and practice of the Kindergarten with those of the succeeding courses of the Primary stage.

CONDITIONS OF ADMISSION

3.—(1) Subject to the provisions of (3) below, applicants who have passed the examination for Kindergarten Assistants under former Regulations will be admitted on submission of their certificates to the Deputy Minister.

(2) Subject to the provisions of (3) below, other applicants will be admitted if each submits the following with her application to the Deputy Minister:—

(*a*) A statement signed by herself that she intends to qualify herself as a teacher.

(*b*) A certificate from competent authority that she is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Building, Toronto, or an affidavit by one of the parents or other relative or other person cognizant of the fact that the applicant will be at least eighteen years of age before October 1st of the year in which the application is made.

(*c*) Her certificate of having passed the full examination for Entrance into the Normal Schools or Faculties of Education.

(*d*) A certificate from competent authority that she is able to sing and to play simple music on the piano or organ, said certificate to be subject to the approval of the instructor in music at the Normal School when the candidate presents herself at the school.

(*e*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*f*) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight and hearing.

(3) Every applicant shall sign an agreement that, if successful in obtaining a teacher's certificate, she will teach thereon in the Provincial schools of Ontario for at least the first year of her subsequent teaching experience.

NOTE.—A violation of this agreement may lead to the cancellation of her certificate.

(4) The certificates and other documents prescribed in (1), (2) and (3) above shall be forwarded not later than August 21st, by the candidate to the Deputy Minister, who will send the applicant a card of admission. Without this card she will not be admitted.

APPLICATION FOR ADMISSION

4.—(1) Application for admission shall be made to the Deputy Minister not later than August 21st on a form to be supplied by him.

Note.—It is important for all concerned to bear in mind that candidates who fail to comply with the foregoing requirement will forfeit their claim to admission.

(2) Candidates who have appealed against the results of the mid-summer examination should apply for admission as above. If successful, they will be admitted on the same terms as other applicants.

SESSION AND VACATIONS

5.—(1) The annual Session shall begin on September 5th, at 9 a.m., and end on the second Friday in June.

(2) There shall be two vacations, as follows:

(*a*) At Christmas, beginning on December 19th, and ending on January 2nd.

(*b*) At Easter, beginning on Good Friday, and ending on the second Monday after Easter Day.

(3) The daily session shall be one of five hours and a half, inclusive of recesses, Saturday shall be a holiday.

DUTIES OF STAFFS

6.—(1) Subject to the Regulations and the approval of the Minister of Education, the members of the staffs of the Normal Kindergarten and Kindergarten-Primary Forms shall be responsible to the Principal of the Normal School.

(2) The Principal shall include in the inspection provided for in Regulation 8 (2), p. 7, the Kindergarten and Kindergarten-Primary Forms.

DUTIES OF TEACHERS-IN-TRAINING

7.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who are found to be unduly defective in scholarship or physically unfit for the work of a teacher, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Normal School.

TEXT-BOOKS

8. The teacher-in-training is required to provide herself with a copy of each of the text-books prescribed for Form I of the Public and Separate Schools and of each of the books, the titles of which are printed below in italics.

LIBRARY

9. Under the direction of the different members of the Normal School staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a number of copies of each of the most important professional books of reference, a list of which is given below.

LITERARY SOCIETY

10. (1) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. All the teachers-in-training at the Normal School shall become members of this Society and shall attend the meetings regularly. [See Regulation 15, (2) (*c*) (ii), p. 10.]

PROGRAMME OF STUDIES

General

11. The Courses for the Kindergarten-Primary certificate, the details of which are given below, embrace the following:—

(1) (*a*) Courses in the Science of Education, School Organization and Management, and the History of Education.

(*b*) Courses in Kindergarten Principles and Kindergarten Practice and Methods.

(*c*) Courses in Methods in the subjects of the Kindergarten-Primary and First Forms.

(*d*) Special academic courses in Reading, Literature, Art, Writing, Physical Culture, Hygiene, Vocal Music, Manual Training, Sewing, Manners.

(*e*) Supervised courses in Observation and Practice-teaching in the Normal Kindergarten, Kindergarten-Primary, and First Forms.

Organization of the Courses

Introductory Courses

(2) In order that the teacher-in-training may begin early the Observation work and Practice-teaching, the following introductory courses shall be taken up in the following order at the beginning of the session:

(*a*) The work included under *Education* and *General Method* in the course in the Science of Education; also a course in the Principles of the Kindergarten.

(*b*) A supervised introductory course of Observation in the Normal Kindergarten, Kindergarten-Primary, and First Form.

One lesson a day shall be given in Course (*a*), for about six weeks, and the number of lessons in Course (*b*) shall not exceed twenty-five.

General

12. Subject to such modifications as the Principal of the Normal School may deem necessary—

(1) The average number of lessons a week in Kindergarten Principles and Practice shall be 4.

(2) The number of lessons in each of the Science of Education, the History of Education, Art, Writing, Vocal Music, Hygiene, Physical Culture, and Manners shall be the same as those for each of the corresponding courses for Second Class certificates.

(3) The number of lessons in each of the other subjects shall be the same as those for each of the corresponding courses for Second Class certificates so far as they deal with the subjects of the courses for the Kindergarten-Primary and First Forms.

(4) The minimum total number of Observation and Practice-teaching lessons for each teacher-in-training shall be as follows:

(*a*) In the Kindergarten Form, Observation lessons, 30; Practice-teaching lessons, 25.

(*b*) In the Kindergarten-Primary Form, Observation lessons, 15; Practice-teaching, 15.

(*c*) In Form I, Observation lessons, 15; Practice-teaching lessons, 10.

(5) The mode of conducting the Observation Lessons and the Practice-teaching shall be the same as that for the other grades of Normal School teachers-in-training. (See Regulation 16, p. 11.)

DETAILS OF THE COURSES

Science of Education

13. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to her in forming ideals and determining procedure, to give her a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course includes the following topics:

Education: Nature of education; the efficient life; significance of experience; the learning process; function of the instructor; the school curriculum; educational institutions: school, church, home, vocation, etc.; conflicting views as to the aim of the school, civic and individualistic views, the eclectic view.

General Method: Significance of method to the teacher; analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms

of presentation; classification of knowledge; lesson types, developing lesson types, the study lesson, the recitation lesson, the drill lesson, the review lesson; the art of questioning.

Psychology: Data and methods of educational psychology; nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning; feeling, sensuous feeling, emotion, mood, disposition, temperament, sentiments; the will, the sense of duty, education as development of character.

Child Study: Purpose and value of child study; methods of child study: observation, experiment, direct questions, biographical studies; periods of development: infancy, childhood, adolescence; characteristics of each period.

Books of Reference:—

Ontario Normal School Manual: *The Science of Education.*
Betts: The Mind and its Education.
Angell: Psychology.
Pillsbury: The Essentials of Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.
Raymont: The Principles of Education.
McMurry: The Method of the Recitation.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kirkpatrick: Fundamentals of Child Study.

History of Education

14. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development, the merits, and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

The course includes the following topics:

Education Prior to the Fifteenth Century: A very brief survey of significant movements, with reference to the following topics: Education among primitive peoples; Oriental Education; education in Sparta and Athens; education in Rome; early Christian Education; the rise of the Universities; education and chivalry.

The Renaissance: Its origin and educational significance; the humanistic movement; Vittorino da Feltre; Erasmus.

Reformation and Counter Reformation: The Reformation and the Renaissance, Luther; the schools of the Jesuits and the Christian Brothers.

Organization of Schools in Germany: Melancthon and Sturm.

The Reaction against Humanistic Education: Rise of the scientific spirit; Montaigne, Bacon, Ratke, Comenius.

English Schools in Tudor Times: Ascham, Locke.

Modern Educational Theories and Practices: The psychological tendency, Pestalozzi, Herbart, Froebel; the scientific movement, Spencer; education for social efficiency.

Education in Great Britain and Ireland and in the United States.

Education in Ontario and in the other Provinces of Canada.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *The History of Education.*
Monroe: A brief Course in the History of Education.
Quick: Educational Reformers.
Kemp: History of Education.

SCHOOL ORGANIZATION AND MANAGEMENT

15. The object of the course in School Organization and Management is to give the teacher-in-training, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable her to secure the smooth and efficient working of the Kindergarten, Kindergarten-Primary, and First Forms.

The course includes the following topics with special reference to the Kindergarten, the Kindergarten-Primary, and Form I:

Meaning and Aims of School Management: Aims and scope of organization; the end of good management; relation of management to the teaching process.

The Recitation: Its relation to management.

The Child: Importance of the child; the care of the child.

The Teacher: Qualifications and characteristics of the teacher; chief duties in relation to the child.

The Modern School: The building; the class rooms; the playground; the equipment; the relation of teacher and pupils, of teacher and principal, of school and home, of school and community.

Organization: The aim and scope of organization; the grading and classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; incentives; methods of dealing with weaknesses and offences, penalties.

Problems and Results: Tests of attainments; tests of mentality; results of good management.

The Ontario School Law and Regulations, so far as they pertain to the duties and obligations of teachers and pupils.

INSTRUCTION.—The following provisions of the School Law and Regulations should be emphasized:

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 87 and form of agreement.) Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties and powers of teachers and inspectors and all matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 85, 86, 88, 101, 116; and Instructions 12 and 13.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 113.)

Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Organization and Management. Regulations and Courses of Study of the Public and Separate Schools. Ontario Schools Acts.*
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

SPECIAL METHODOLOGY

16. The object of the courses in Special Methodology with the concurrent academic courses is to prepare the teacher-in-training for intelligent observing and teaching in the Model School and for subsequent teaching of the courses prescribed in the Public and Separate School Regulations for the Kindergarten, Kindergarten-Primary, and First Forms, by enabling her to apply the Science of Education and, in particular, to adapt the principles of General Method to the work in each subject of the prescribed courses.

The course in the Special Methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons should be followed by a series of a more detailed character, dealing with—

(1) **The selection and the organization of the subject-matter for the school forms from the standpoint of presentation to the pupils; and—**

(2) **A discussion of the special methods of instruction, accompanied by a review, when necessary, of the academic subjects and by the special academic courses provided for in Regulation 11 (*d*) above.**

GENERAL BOOKS OF REFERENCE:—

Regulations and Courses of Study of the Public and Separate Schools.
Landon: The Principles and Practice of Teaching and School Management.
Kennedy: Fundamentals in Method in Elementary Schools.
Carpenter, Baker, and Scott: The Teaching of English.

Chubb: The Teaching of English.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Annandale: The Concise Imperial Dictionary.

I. KINDERGARTEN SUBJECTS

17. The courses in the Kindergarten subjects shall be taken up in the terms of the courses prescribed therefor in the Public and Separate School regulations with a view to preparing the pupil in early childhood for the succeeding courses of the Primary stage, by utilizing his instincts and combining the nurture of the home with the discipline of the school.

Principles

The Course in the Principles of the Kindergarten embraces the following topics:

The relation of the Kindergarten to education in general.
Frœbelian principles and their application in the Kindergarten.
The functional value of each of the Frœbelian Gifts and Occupations.
The Montessori Method.

Practice and Methods

The course in the Practice and the Methods of the Kindergarten embraces the following topics with concurrent discussion of their relation to the courses of the First Form:

1. Gifts

The general objects of the Gifts as well as their specialties; how they are graded and why; their connection with the other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift book, as follows:

First Gift.—Exercises in the different typical uses of the Gift.

Second Gift.—Exercises in the different typical uses of the Gift.

Third Gift.—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift.—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift.—A list of original forms of life, not fewer than six; two symmetrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift.—A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift.—Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Eighth Gift.—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift.—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

2. Occupations

The course in the Occupations embraces a knowledge of the Frœbelian Occupations, and their connection with other branches of Kindergarten work, as follows:

Sewing.—Illustrations required in sequence of sewing.

First Development: Straight lines.
1. Straight lines of one length;
2. Variations in relative position;
3. Variations in length;
4. Horizontal lines of one length;
5. Horizontal lines, variations in relative position;
6. Horizontal lines, variations in length;

Right angles, repeat the order in numbers 1, 2, and 3 above:—
Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:

Square on the diagonal oblique lines, first degree, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions.—General plan: Form (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (*a*); one in vertical and horizontal lines of contrasted lengths combined, following the general plan in (*b*); one in vertical, horizontal, and slanting lines of all lengths, following the general plan in (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

Weaving.—Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc.; three mats.

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Inventions: Borders, two mats; "all over" repeats, two mats.

INSTRUCTION.—Attention should be paid to colour harmonies.

Folding.—A series of forms from the circular basis, not fewer than eight Salt-cellar, ground form; salt-cellar, star, king's crown, queen's crown, pepper-box, satchel; an original sequence of life forms suitable for children four years of age; three inventions in life forms in the salt-cellar ground form; four inventions in symmetrical designs from the salt-cellar ground form; double salt-cellar ground form; cap, muff, boots, bobbin, shirt, trousers; table-cloth ground form; table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat, loose box, close box, picture frame; the table-cloth ground form, an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground form.

3. Mother Play

The course in the Mother Play embraces a study of the educational principles and practice of Froebel as embodied in the "Mutter und Kose Lieder," and the relation of the Mother Play and the other subjects of the curriculum, such as Psychology and Child Study, to the practical work of the Kindergarten. It in-

cludes also a critical analysis of the Mother Play as a whole; the history of its development, its educational aim, a detailed study of twelve typical songs, and the development of typical experiences through groups of songs.

4. Talks, Stories, Songs, and Games

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to adapt the games to the needs of the growing child and prepare him for the folk dances, calisthenics, and drill of the rest of the course.

BOOKS OF REFERENCE:—

Blow: *Mottoes and Commentaries of Froebel's Mother Play.*
Dewey: The School and Society.
Dewey: The School and the Child—Edited by Findlay.
Boyd: Locke to Montessori.
Poulsson: Love and Law in Child-training.
Drummond: The Child, his Nature and Nurture.
Froebel: Education by Development.
Fletcher and Welton: Froebel's Chief Educational Writings.
Blow, Hill, and Harrison: The Kindergarten.
Goldhammer: The Kindergarten.
Blow: Letters to a Mother.
Fisher: A Montessori Mother.
Froebel: Pedagogics of the Kindergarten.
Froebel: The Education of Man.
Morgan: The Montessori Method.
Kilpatrick: The Montessori System Examined.
Harrison: The Montessori Method and the Kindergarten.

II. KINDERGARTEN-PRIMARY AND FIRST FORM SUBJECTS

18. The courses in the Kindergarten-Primary and First Form subjects shall be taken up in the terms of the courses prescribed therefor in the Public and Separate School regulations, with a view, in the case of the former, to preparing the pupil at a later period of childhood than the Kindergarten stage for the later courses of the Primary stage, by combining the more advanced work of the Kindergarten with the initial work of the First Form, and, in the case of the latter, to completing the courses of the First Form.

The courses embrace an introductory discussion of the functional connection of each of the courses of the Kindergarten with those of the Kindergarten-Primary.

Reading

(1) **The special object of the course in Reading is to prepare the teacher-in-training to train her pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.**

The course includes the following topics:

Introductory.—The correlation of reading with other subjects; importance of training in reading and the principles of vocal expression to the pupil's ordinary speech and general culture.

Forms.—The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods.—Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; how to develop spontaneous self-expression in the pupils through talks, songs, stories, games, etc.; the teaching of new words incidentally and through games involving the use of the kindergarten gifts, trade games, imagination games, etc.; the teaching of word recognition based on the above; the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea; use of black-board, charts and word-cards in teaching word recognition and reading; oral phonic analysis, written phonics; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms; means of securing natural expressive reading.

Use of exercises in breathing, articulation and vocalization, and of exercises suitable for seat work.

Books of Reference:—

Public School Manuals: *Primary Reading, The First Golden Rule Book.*

Spelling

(2) The special object of the course in Spelling is to prepare the teacher-in-training to enable her pupils to reproduce in the mechanism of written word-expression the forms approved by the best usage.

The course includes the following topics:—

Introductory.—Correlation of spelling with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling; necessity for teaching, not merely testing spelling.

Methods.—The various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; how to use their study of form in the Kindergarten Gifts and Occupations in training the pupils to get vivid images; phonic exercises and world-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Book of Reference:

Public School Manual: *Composition and Spelling.*

Oral and Written Composition

(3) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train her pupils in the free expression of their thoughts and thus lay a foundation for writing and speaking good English as a fixed, unconscious habit.

The course embraces the following topics:

Introductory.—The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression.

Methods.—Methods of encouraging the pupil's free natural expression and of extending his vocabulary through conversations, nature and other talks, and the kindergarten gifts, occupations and stories; principles governing criticism of oral composition; the dangers connected therewith and the means of avoiding them; written composition.

Oral and Written Composition.—Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition; selection and organization of materials; use of stories, etc.

BOOKS OF REFERENCE:

Public School Manual: *Composition and Spelling.*
Arlo Bates: Talks on the Writing of English.

Literature

(4) **The special object of the course in Literature is to prepare the teacher-in-training to create in her pupils a taste for good literature.**

The course includes the following topics:

Introductory.—Nature and elements of literature; special importance of the teacher's own qualifications.

Selection of Subject-matter.—Qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; the correlation of literature with nature study, etc.; suggested lists of fairy tales, fables, nature stories, etc.

Methods.—Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

Teacher's Preparation.—A class course in literature; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

NOTE.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.

BOOKS OF REFERENCE:—

Public School Manuals: *Literature,* and *The Golden Rule Books.*
MacClintock: Literature in the Elementary School.

Arlo Bates: Talks on the Teaching of Literature.
Lindsay: Maud: Mother Stories.
Lindsay, Maud: More Mother Stories.
Lindsay, Maud: A Story Garden of Little Children.
Alden: Knights of the Silver Shield.
Robert Louis Stevenson: A Child's Garden of Verse.
Bailey: For the Children's Hour.
Harrison: In Story Land.
Bryant: How to tell Stories to Children.

Writing

(5) **The special object of the course in Writing is to enable the teacher-in-training to develop in her pupils ease and skill in the mechanics of writing.**

The course includes the following topics:

Introductory.—The purpose of writing; its correlation with other subjects.

Methods.—A brief outline of the different methods of teaching the subject; how to utilize rhythmic movements in games and manual exercises in teaching writing; use of black-board, crayons, and large pencils to develop muscular movement; pen-holding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board; dangers of unsupervised writing.

Books of Reference:—
Public School Manual: *Writing.*
The Ontario Writing Course.

Arithmetic

(6) **The special object of the course in Arithmetic is to prepare the teacher-in-training to develop in her pupils a knowledge of number and of numerical combinations and to give them facility and accuracy in working simple problems in connection therewith.**

The course includes the following topics:

Introductory.—The scope of arithmetic; its relation to other subjects of the curriculum; kindergarten materials and occupations as a basis for number.

Number.—The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Methods.—How to use the pupil's home experiences and the kindergarten materials in developing a knowledge of indefinite relations as larger, smaller, longer, etc.; and of definite relations through use of gifts, squared table, kindergarten sticks, etc.; counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition, addition tables, order of exercises, devices; subtraction; additive method, decomposition method, order of exercises, devices; typical forms of seat work.

Problems.—Simple problems; application of number facts in the occupations of the Kindergarten-Primary and of the First Form.

BOOK OF REFERENCE:—
Public School Manual: *Arithmetic.*

Nature Study and Geography

(7) The special object of the courses in Nature Study and Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the world around them, to train them to observe its phenomena, and to broaden and deepen their sympathies with nature.

The course includes the following topics:

Introductory.—The character and scope of nature study and geography; their relation to formal science; correlation with other subjects; nature study in relation to the symbolic games of the Kindergarten.

Materials.—Conditions determining the choice of material for nature study and geography lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

Methods.—Nature study and geography as a method; special characteristics of a typical lesson; directions for conducting school excursions; the study of special topics dealing with the materials and illustrating methods of presentation; the relation of feeling to knowledge in nature study work.

School Gardens.—The purpose of school gardens; school gardens as a phase of nature study work; the planning and care of school gardens.

NOTE.—In order that they may be able to direct the practical side of nature study in school, teachers-in-training should make frequent excursions for the purpose of studying and collecting materials in their natural environment and relations.

BOOKS OF REFERENCE:—

Public School Manuals: *Nature Study, Geography.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.
Coulter: Practical Nature Study.

Art

(8) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of her aesthetic nature, and such facility in the use of art as a means of expression as will enable her to develop like tastes and powers in her pupils.

The course includes the following topics:

Introductory.—The scope of Art: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

Freehand Drawing.—Art in the Kindergarten: Picture-making gifts with tablets and sticks; development of symmetrical designs in borders with kindergarten material; how to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

Blackboard Drawing.—The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; importance to the teacher of blackboard drawing as a means of expression.

Water Colours.—Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design.—The principles that determine the rhythm, balance and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

Picture Study.—How to study a picture; the critical study of a few masterpieces of painting.

Books of Reference:—

Public School Manual: *Art.*
Manual Arts Drawing Books.
Parallel Course Drawing Books.
Art Course, Chicago Public Schools.
Applied Arts Drawing Books.
Graphic Drawing Books.
Art Education for High Schools.
Text Books of Art Education.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.
Koch: Pencil Sketching Portfolio.

Manual Training

(9) **The special object of the course in Manual Training is to prepare the teacher-in-training to select and use in the most effective ways constructive exercises which shall train the pupils' hands and eyes, shall serve as a means of self-expression, and shall develop a sympathy with manual occupations.**

The course includes the following topics:

Introductory.—The scope of manual training; its correlation with other subjects in the curriculum.

Handwork.—The Kindergarten gifts and occuptions as methods of introducing free manual expression; the selection of exercises; outlines of courses in the different forms of hand-work; typical forms of constructive work adapted to the capacities of children in the Primary grades, including weaving, elementary paper, and cardboard work and modelling; trimming and mounting of pictures.

Modelling.—Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures; models used in conjunction with drawing, etc., in teaching principles of design.

Books of Reference:—

Public School Manual: *Manual Training.*
Helen Beckwith: Storytelling with Scissors.
Swannel: Paper Modelling.
Baxter: Paper and Cardboard Construction.
Lester: Claywork.
Sargent: Modelling in Public Schools.
Prang: Industrial Arts Text-books.
Prang: The Manual Arts for Elementary Schools.

Sewing

(10) The special object of the course in Sewing is to prepare the teacher-in-training to train her pupils' hands and eyes, to correlate the work of the school with the activities of the household, and to develop a sympathy with manual occupations.

The course includes the following topics:

The kindergarten work in tablets and sticks and the outlining of picture cards.

Study and application of different stitches: basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching; mending; darning (different kinds); button holes, mitred and square corner; hemming, doll's apron.

Books of Reference:—

Public School Manual: *Sewing.*
Walker: Manual of Needlework and Cutting Out.

Vocal Music

(11) The special object of the course in Vocal Music is to prepare the teacher-in-training to cultivate in her pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

The course includes the following topics:

Introductory: A practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Value of the rhythmic games of the Kindergarten; practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: Kindergarten songs and simple rote songs; great care necessary in the selection of the words and music; songs, with special attention to development of power in musical expression; part songs of recognized merit, arranged for adult voices.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Books of Reference:—

Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Mason: How to Teach the Staff Notation.
Hulbert: Breathing for Voice Production.

Hygiene

(12) The special object of the course in Hygiene is to prepare the teacher-in-training to give her pupils instruction in the subject, and to provide her with the knowledge requisite for the maintenance of her own and her pupils' health and for the supervision of the sanitary conditions of the school and its surroundings.

The course includes the following topics:

School Hygiene: School sanitation; common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene and Physiology (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye; lighting, myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight. The ear, throat and nose; ear and throat troubles, causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:—

Bailey & Coleman: First Book of Biology. (The part on Human Biology.)

Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.

Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.

Physical Culture

(13) **The special object of the course in Physical Culture is to prepare the teacher by a course in the subject to make proper provision for the physical training of her pupils. With hygiene (school and personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.**

The course includes the following topics:

Systems: The German, Swedish, French (Delsarte), and American systems; the Kindergarten games: their character and their relation to Physical Culture, the dangers to be avoided.

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises; Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special Exercises: For correcting the individual defects that may be found among children.

Recreation Gymnastics: Indoor and outdoor games.

Books of Reference:—

The Syllabus of Physical Exercises for Public Elementary Schools.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Kimmons: Guild of Play Book. Parts 1, 2 and 3.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and School-room use.

Burchenal: Dances of the People.

Manners

(14) **The special object of the course in Manners is to prepare the teacher-in-training to train her pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.**

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

Book of Reference:—

Manners.

FINAL STANDING

19.—(1) (*a*) The final standing of the teacher-in-training shall be determined by the combined results of her sessional records, her prescribed examinations, and her observation and practice teaching records.

(*b*) The sessional records shall consist of the oral and written class tests and the practical work in the subject.

EXAMINATIONS

Subjects and Values

(2) (*a*) There shall be a final written examination in each of Groups I, II, and III below, at the close of the session in June, on papers prepared by the Department.

(*b*) The final examinations and the other tests in Group IV shall be prepared by the staff.

(*c*) All the tests and examinations shall be based on the courses as laid down in the syllabus.

(*d*) In addition to testing the candidate's knowledge of methodology the examinations in Groups III and IV shall make a thorough test of her academic qualifications.

(3) The examinations in the Science of Education and the History of Education of Group I below shall be the same as for candidates for Second Class certificates, but that in School Organization and Management shall be special. There

shall be one paper in each subject, and the maximum marks for each subject shall be 40 for the sessional records and 60 for the final examination, except in the History of Education, the maximum marks for which shall be 20 for the sessional records and 30 for the final examination.

Group I.—Science of Education, School Organization and Management, History of Education.

(4) The examination in the subjects of Groups II and III as enumerated below shall be specially for candidates for Kindergarten-Primary certificates; there shall be one paper in each subject, and the maximum marks for each such subject shall be 100, distributed as in (3) above, except that, of the 60 marks allotted to Reading and Spelling, a maximum of 20 may be given for a test in Oral Reading by a member of the staff, which test shall include questions on the principles based on the passage read.

Group II.—Kindergarten Principles, Kindergarten Practice and Methods.

Group III.—Kindergarten-Primary and First Form Reading and Spelling, Composition and Literature, Writing and Arithmetic.

(5) The marks counted in estimating the final standing of the teacher-in-training in the subjects of Group IV enumerated below, shall be determined by the staff on the sessional records and the final examination by the staff in each subject at the close of the course therein. Except in Manners, the maximum of marks for each subject shall be 50 for the sessional work and examinations respectively; for Manners, the maximum shall be 50; a maximum of 20 thereof may be awarded on the report of the staff as to the general deportment of the teacher-in-training throughout the session.

Group IV.—Art, Vocal Music, Manual Training, Sewing, Hygiene, Physical Culture, Nature Study and Geography, Manners.

OBSERVATION AND PRACTICE TEACHING

(6) (*a*) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice Teaching in the Kindergarten, the Kindergarten-Primary, and the First Form of the Normal Model School, shall be those awarded her during the course after a few trial lessons, the average for the last fifteen Practice lessons being of special importance.

(*b*) The maximum marks for Observation in the Kindergarten Form shall be 200 and for Practice Teaching, 800; for Observation in the Kindergarten-Primary Form, 100, and in the First Form, 100; for Practice teaching in the Kindergarten-Primary Form, 400, and in the First Form, 400.

CERTIFICATES

20.—(1) A teacher-in-training who at the final examinations obtains forty per cent. of the marks in each subject and sixty per cent. of the aggregate marks in each of the four groups and in each of Observation and Practice-teaching may be granted on the recommendation of the staff an Interim Kindergarten-Primary certificate, which shall be valid for two years in a Kindergarten-Primary or a First Form, or for the position of assistant to a Kindergarten Director.

(2) After two years' successful teaching in a Kindergarten-Primary or a First Form, duly attested by the Inspector concerned, the holder of an Interim Kindergarten-Primary certificate may be granted a Permanent Kindergarten-Primary certificate which shall be valid in a Kindergarten-Primary Form or a Form I.

(3) After two years' successful teaching as assistant in a Kindergarten Form, duly attested by the Inspector and the Kindergarten Director concerned, the holder of an Interim Kindergarten-Primary certificate may be granted a Kindergarten Director's certificate which shall be valid for the position of teacher in charge of a Kindergarten Form.

(4) On application to the Deputy Minister, an Interim Kindergarten-Primary certificate may be renewed after its expiration, on the recommendation of the Inspector under whom the holder last taught.

(5) The holder of a Kindergarten-Primary certificate may be granted an Interim Second Class certificate, provided she has attended at least from January 2nd until Easter the courses at a Normal School for said certificate and has passed the final tests therefor at the Easter or the June examinations; but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the Second Class as for the Kindergarten-Primary certificate but not from the examinations thereon. Such candidate's work in Observation and Practice-teaching may be confined to the forms beyond Form I, the number of Observation lessons being 30 and of Practice-teaching lessons 15.

(6) A teacher-in-training who at the final examinations fails to obtain a Kindergarten-Primary certificate but who makes at least 60 per cent. in each of Observation and Practice-teaching, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II. III, and IV, may, on the recommendation of the staff, be exempted, as provided in (8) (*a*) below, from further attendance at a Normal School in order to obtain a certificate.

(7) All other teachers-in-training who have failed to obtain the necessary final standing shall be required to attend a second session.

(8) (*a*) Candidates who are hereafter exempted from attendance at a Normal School as provided in (6) above may take within two years thereafter the examination or examinations in the Group or Groups in which they failed. The examination in Group IV shall be a special one.

(*b*) The pass standard for candidates under (*a*) above shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks in each of Groups, I, II, III and IV, but there shall be no allowance for the sessional marks obtained during attendance at the Normal Schools.

RECOMMENDATION.—**The holders of Kindergarten and of Kindergarten-Primary certificates are recommended to obtain, by attending the Summer Schools provided by the Department, one or more Elementary certificates in Art, Vocal Music, Manual Training, Household Science, and Physical Culture. By so doing, those whose time is occupied in the forenoon only may take part in the work of the other grades of the school in the subjects covered by the aforesaid certificates.**

NOTICE.—*After the close of the school year 1915-1916, no one shall be qualified to teach a Kindergarten-Primary Form except those who hold a Kindergarten-Primary certificate obtained under the Regulations of the Department.*

THE MODEL SCHOOLS

NORMAL MODEL SCHOOLS

1.—(1) The terms of the Normal Model Schools at Ottawa and Toronto shall correspond with those of the Public Schools. The regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) In the discharge of their duties, the assistant teachers of each Normal Model School shall be subject to the authority of the Head Master of the Normal Model School, who shall himself be subject to the authority of the Principal of the Normal School, and shall be responsible to him for the organization, management, and efficiency of the school under his charge.

THE OTHER URBAN AND THE RURAL MODEL SCHOOLS

2.—(1) The Principal and teachers of the rural and the other urban Model Schools shall be subject to the authority of the Principal of the Normal School for the purposes of the Normal School only, and shall discharge the duties required by the regulations of the Department satisfactorily to the principal thereof. In the event of any dispute between the Principal of the Normal School and any principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(2) Every teacher of the Model Schools in charge of class-rooms set apart for Observation and Practice Teaching, shall receive the teachers-in-training into his or her classroom for the aforesaid purposes, and all teachers concerned in any way in the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(3) The principal of the Normal School shall be permitted on consultation with the Principals of the Model Schools to arrange the time-table and such other details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

REPEAL OF THE REGULATIONS

All former Regulations of the Department of Education that are inconsistent with the Regulations herein are hereby repealed.

Education Department,
July, 1916.